Value Orientation of Employees and Its Impact on Performance: An Empirical Study of Selected Higher Education Institutions

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SECTION I

INTRODUCTION

Value orientation is a term which can have several interpretations. Most commonly, it is used as a social process that influences individual behavior through shared value system (Hallinan 2008). It is also viewed as a cognitive process that helps individuals decide about right or wrong in particular social settings. Popular management literature and scholarly research across a variety of disciplines suggests that great organizations use organizational processes not only as instruments to extract money but create frameworks that use societal and human values as decision-making criteria. Business history provides numerous examples of industrialists who developed enduring corporations that also created value based social institutions. The Houghton family established Corning Glass and the town of Corning, New York, for instance. The Tata family established one of India's leading conglomerates and the steel city of Jamshedpur, Jharkhand.

Such organizations identify the important role that social structures, such as shared beliefs and value system, play in influencing employee behavior. Philip Selznick's (1956) Leadership in Administration and William Ouchi's (1981) Theory Z, and popular descriptions of excellent or enduring corporations (Collins and Porras 1994; Peters and Waterman 1982) reflect that high-performing organizations exercise control of employee behavior by communicating and rewarding behavior consistent with shared values.

Studies of value congruence in the workplace find that congruence between individual and organizational values is positively related to positive work attitudes, including employee satisfaction, commitment, and involvement (Meglino and Ravlin 1998), as well as perceptions of workplace ethics (Posner and Schmidt 1993). Denhardt (1993) identifies commitment to public service values as one of the characteristics of high-performing public managers. Significant positive relationships between public service motivation and employees job attitudes and

performance have been found both in the United States (Naff and Crum 1999) and abroad (Sangmook 2005).

Apart from business sector, employee value orientation is also relevant in other professions. Quality and Value are the two components that are discussed as two strong pillars of academic institutions. In education sector, the employee value orientation is considered as a variable that has potential impact on educational outcomes. There are evidences in literature that support that employee value orientation in academic sector contours their approach towards enhancing their working styles, which may in turn strongly influence the academic success of pupils (Hallinan 2008). Studies reflect that the variance in the performance of employees in academic sector is due to the moral ethics and imbibed principles (Hattie 2003). Even though this subject has attracted the attention of scholarly enquiry, still it is only marginally discussed in reference to the employees in higher educational institutions.

SECTION II

LITERATURE REVIEW

As discussed above, literature gives evidence of various dimensions of value orientation amongst employees investigated by past researchers. Part A of this section deals with the concept of employee value orientation discussed in literature. Part B of this section discusses other variables that are connected with value orientation. And Part C of this section explores performance indicators of employees in education sector.

A. Concept of Employee Value Orientation

The concept of personal values has received considerable theoretical and empirical attention over the past decades within the fields of sociology, psychology, anthropology and other related disciplines as well. Values are used to analyze individuals' underlying motivations of certain attitudes and behaviors of employees, to identify societal orientations and to map out change over time (Schwartz 2006). A basic way of thinking about values is that they express what is important to people in their lives. Every person naturally holds a set of several values, each varying in their degree of importance. While a particular value may be extremely important to one person, it can be completely trivial to another person (Bardi and Schwartz 2003).

Value orientation influences how an individual perceives and interprets a particular situation (Schwartz, Sagiv, and Boehnke 2000), it also affects his/her reaction and behavior in given circumstances (Schwartz, 1996). Employee value orientation also plays a central role in determining the fit between individuals and the organization (Berings, De Fruyt, and Bouwen 2004). The underlying assumption is that people will be happier and more motivated, satisfied and committed when their values are congruent with those emphasized in the group or organization (Berings et al. 2004).

Quinn and Rohrbaugh (1983) are amongst the first few researchers who popularized the importance of value orientation to the world of business and management. They introduced the concept of competing values framework (CVF). Their model comprises of two sets of competing value orientations and is established to explain the underlying values that experts use in order to make sense of organizational effectiveness criteria (O'Neill and Quinn 1993). The first

dimension of the CVF emphasizes on flexibility and control to have stability within organization. The second dimension focuses on internal system and its integration with employees values (Lincoln 2010).

Twenge et al. (2010) states that work values represent employees' expectations from the workplace. Studies determine the impact of intrinsic work values as compared to extrinsic work values and rewards. It indicates that intrinsic work values lead to sustainable factors influencing long-lasting career choices (Kovach 1987; Masibigiri and Nienaber 2011). Further, Werner (2011) posits the view that an understanding of underlying work values of employees can assist in sound people practices to foster engagement and retention of staff.

B. Employee Value Orientation and other Related Variables

This section explores the various other variables that are connected with the concept of value orientation. According to Sakin (2011), one of the major factors that affect individual's values is parental interaction. Parents have the most influence on persons' life. They are the one responsible for teaching the difference between right and wrong. They act as a role model to identify values and beliefs which shapes individuals personality.

On the similar lines, Roccas et al. (2002) identifies the personality trait as a factor influencing individuals' value orientation. Based upon the big five personality traits, this study concludes that individuals scoring high on openness and extraversion show higher value orientation at workplace.

Some authors connect spirituality and religiosity of individuals with their value orientation. Religiosity generates a feeling of understanding and appreciation; and has genuine care, concern for both self and others. Harris and Crossman (2005) also acknowledge that value orientation has direct relationship with spirituality and religiosity. It influences relationship with peers when expressed appropriately and accompanied with integrity. It also enhances their professional competence. Laurence (2005) also concludes that individuals with higher spirituality and religiosity will have positive impact on values to be imbibed at workplace.

Lindholm and Millora (2011) discuss role of spiritual values with special reference to employees in education sector. This study argues that in light of the broad formative roles that colleges and

universities should play in society, it is imperative for educationists to attend to the development of both mind and spirit of their pupils. It includes exposing pupils to various values, belief systems, and ways of living to build respect for differences across various disciplinary settings.

There are several studies that discuss that leaders who highlight values may base their approach in any religious tradition (Zafar 2010). Palmer (1993) discuss the integration amongst employees of educational institutes and students as 'connectedness' – within oneself or with others. This process requires them to pursue aspects of spirituality in terms of their values and beliefs. Shahjahan (2005) also highlights the contribution of spirituality and religiosity in inspiring students with civic minded values and positive outlook towards work and life.

Authors also connect employee value orientation with their decision making (Rani 2000). Researchers indicate that value orientation aids in dealing with conflicts and dilemma's of individuals as it generates positive energy towards better performance.

According to Soumya (2010), value orientation of employees assist in dealing with corporate scandals, as their honesty and integrity generates optimal business relationships. It also aids in new ideas and concepts to work independent or as a part of team. These values enable them to be highly adaptable, mobile, positive, resilient, patient, risk taker i.e. one who is open to new ideas.

According to Loretto (2012), value orientation generates dedicated and hardworking employees who love what they do and will keep it until they resolve the problem and get the job done. Employees with high value orientation are open to learn new skills, techniques and methods through professional development (Hemingway 2005).

There are few studies that discuss related variables of employee orientation at education sector. Researchers conclude that high value orientation of employees in education generates value based interactions in the class. Such employees tangibly reward good behaviour and moral conduct of students (Pajak and Blasé 1989). Thus, employees in higher education play an important role in spreading value messages to the student community. Employees who are high in religiosity and value orientation, play a multidimensional role in lives of students. They guide student's better guidance in making academic choices. Researchers also connect value orientation of employees in education sector with their ability to develop a sense of social

equality amongst students (Meyer and Scott 1992). Employee value orientation is also connected with better relationships at workplace in education sector.

C. Employee Performance Indicators at Education Sector

Since the present study is proposed to be conducted with special reference to education sector, therefore this section highlights the employee performance indicators at educational institutions.

Performance indicators of employees in higher education have been captured from two sources in this section; manuals of selected regulatory authorities of higher education across the globe and major findings from the relevant literature. We would like to clarify here that by employees of education sector, we refer to teaching staff in higher education institutions or universities.

The regulating authority of Indian universities, University Grants Commission (www.ugc.ac.in) recently revised the performance management system for employees in the year 2013. In the revised system, there is an attempt to link the career advancements of employees in higher education institutions and universities with their performance merit and years of service. The UGC approved Performance Based Appraisal System (PBAS) identifies three basic parameters to evaluate the merit. The first parameter is excellence in teaching. This can be gauged through learning and evaluation related activities. The second parameter is contribution in co-curricular activities. This can be gauged through extension and professional development related activities. The third parameter is research and academic contribution and this is reflected in publications, and research projects completion. Thus, these three performance indicators are currently used to calculate Academician Performance Indicators (API) Score for universities and institutions regulated by UGC in India.

Similarly, some prestigious autonomous institutions like Indian Institute of Management (IIMs), (www.iimahd.ernet.in) also assess three parameters for the employees' merit. These are research, teaching and administrative responsibilities. At Indian Institute of Technology (IITs), (www.iitsystem.ac.in) the parameters of performance are teaching load, research supervision, student projects, research and consultancy, patents, publications, academic honors and so on.

We would now like to look at the international status in this context. At University of Waterloo, Canada (uwaterloo.ca) there is an evaluation and accountability team which falls under the aegis

of Department of Institutional Analysis and Planning. The objective of this team is to have an overview of the performance of the institution. This overview takes into consideration four areas. First is performance evaluation of new hires, second is quality of support staff operations, third is accountability of individuals and forth is transparency parameters used by employees'. Similarly, Havard Business School (www.hbs.edu) also has its own constitution for performance measurement. This is divided into two heads. First is inculcating critical thinking and decision making skills amongst students. This includes use of case based pedagogy and behind the scene insights. Second is creation of interactive learning environment which comprises of methodology of innovation and improvement of interface between employees and students.

Oxford University, U.K. (www.admin.ox.ac.uk) measures Personal Development Review (PDR) as performance indicator of employees. There are two major criteria for its measurement. Teaching methodology and departmental contributions are the first criteria. Usage of innovative techniques in teaching and stimulating learning's is the second criteria.

Performance indicators of employees in education sector have been discussed in literature too. Suryadi (2007) illustrates Key Performance Indicator (KPI) model. This model is based on analytical hierarchy process. It discusses major dimensions of performance in higher education institutions. These are categorized into three parts- academic (teaching methodology), research (supervision and publications) and support activities (contribution towards department). These KPI's are described as key success factors that connect with institutions' sustainability. Similarly, Jain (2012) also focuses on teaching quality, research and publications, concern and communication with students. He discusses that teaching not only includes the credentials, knowledge and experience of the teacher but also should focus on the opportunities provided to students to obtain an industrial attachment. According to him, a teacher should also contribute as an advisor of the students on various matters. The success of an employee in education sector is dependent on the degree to which he/she is updated on contemporary issues and can connect this with his/her teaching.

On the similar lines, Ranba and Suryawanshi (2014) also divide the performance indicators of employees in educational institutions into three heads – academic performance, educational performance and quality performance. Academic performance is identified as classroom management. It looks at the knowledge and relevant experience of the teacher and his

contribution for the overall development of the students. This also considers consultancy assignments and involvement in co-curricular activities. Performance of employees in education sector is defined in terms of progress of student which in turn is reflected in students' ability to pursue higher education further. Finally, quality performance is defined as a tool for continuous quality improvement. This is about energizing and sustaining the institution's quality enhancement efforts using a structured review process. The important processes that fall in this category are curriculums design and planning, its timely evaluation, infrastructure and learning resources, research development and extension, etc.

SECTION III

3.1 Need of the Study

Literature review discussed in the previous section identifies a few gaps. Although there are studies that identify antecedents of employee value orientation such as personality traits, parental influence, religious values and so on. But, the strength of their relationship has not been explored in the literature.

Further to this, it is important to note that psychological constructs like employee value orientation, religiosity and spirituality have been discussed in reference to education sector only as a marginal issue (Shahjahan 2005). Therefore there is a need to develop a broad conceptual framework, illustrating the determinant variables of employee value orientation and its outcomes with reference to education sector. Moreover, empirical validation of such framework is also needed.

Therefore, through this research, we wish to examine effect of employee value orientation (as a mainstream component) on their performance with special reference to education sector.

3.2 Objectives of the Study

The objectives of the study are:

1. To investigate the factors that affect employee value orientation in education sector.
2. To assess the impact of employee value orientation on the performance of employees in education sector.
3. To make recommendations to the administrative authorities of education the possible role of employee value orientation in enhancing the overall productivity. Similar recommendations can also be relevant for other sectors, where intellectual process is at the core of business.

3.3 Conceptual Framework and Hypotheses

In this section, we intend to discuss the major concepts used to develop the conceptual framework of the proposed research.

3.3.1 Precursors of Value Orientation- Spirituality and Religiosity

Based upon the review of literature, we identify spirituality and religiosity as two main precursors of employee value orientation. We would like to discuss the terms briefly.

Spirituality is treated as an ultimate or immaterial reality, an inner path that enables a person to discover essence of his being (Fry and Matherly 2006). Whereas, religiosity refers to the numerous aspects of religious activity, dedication and belief. It is defined as a set of beliefs explaining the purpose of and giving sense to the universe, through devotional and ritual observances (Zafar 2010).

It is important to note here that the distinction between religiosity and spirituality is subject to the eastern and western cultures. In Eastern culture, spirituality and religiosity are complimentary to each other (Nakagawa 2000). In contrast, in Western culture, religion tends to be related to formal traditions and codes, while spirituality gets taken up as something more personal and distinctive (Dei et al. 2000b). The eastern perspective of spirituality and religion implies that spirituality firmly entails some religious connotation. According to this philosophy, religiosity is about answers and spirituality is about questions. This supports the idea that spirituality is

expressed through faith and religion. This philosophy treats God or Divine as the fundamental of spirituality (Russel 2010). Although, we would like to clarify that the current use of the term spirituality is not being associated with any specific religion. The proposed research uses the indigenous world view and eastern thoughts in explaining the interconnectedness of spirituality and religiosity. It emphasizes both to be complimentary to each other because at the core of spirituality is the supreme power which is expressed as Divine or God in religion (Pazimo 2010).

Value orientation is connected with the principles of right and wrong that are accepted by an individual or a social group. Value orientation has roots in the spiritual and religious beliefs. Value orientation of employees has close ties with their effectiveness. There are many studies conducted in the context of organizations that identify that religious and spiritual belief of employees is expressed in terms of their value orientation. This, in turn, influences their pedagogy and moral commitments (Sikkink 2010). However, such constructs have not been explored for employees in education sector, specific to higher education. The proposed research aims to fill this gap in the literature.

3.3.2 Outcomes of Value Education - Performance Indicators at Education Sector:

Based upon the discussion in the Part C, Section II, we would like to highlight the important performance indicators of employees in education sector considered in the proposed study. The summary of the performance indicators set by various regulatory authorities of prestigious higher education institutions reflect that all of them have high concerns for quality. Therefore, quality is showing up in almost all sub indicators of performance in their career advancement policies. The evidence from the literature also supports the same.

Based upon the literature review, following employee performance indicators in education sector have been identified:

1. Innovation
2. Excellence
3. Creativity
4. Initiative

A brief discussion of these indicators is following.

Innovation measures the extent to which an employee in education sector is enthusiastic about using novel tactics in his/her teaching. It also reflects in usage of different motivational strategies to encourage students in developing competence in all areas. This is also connected with their ability to modify programs to fit student needs by making topics relevant to students' lives and experiences. At IIM (www. iimahd.ernet.in) and IIT (www.iitsystem.ac.in), one of the major criteria for measuring performance is teaching methodology that is how innovatively employees' can impart knowledge to their students.

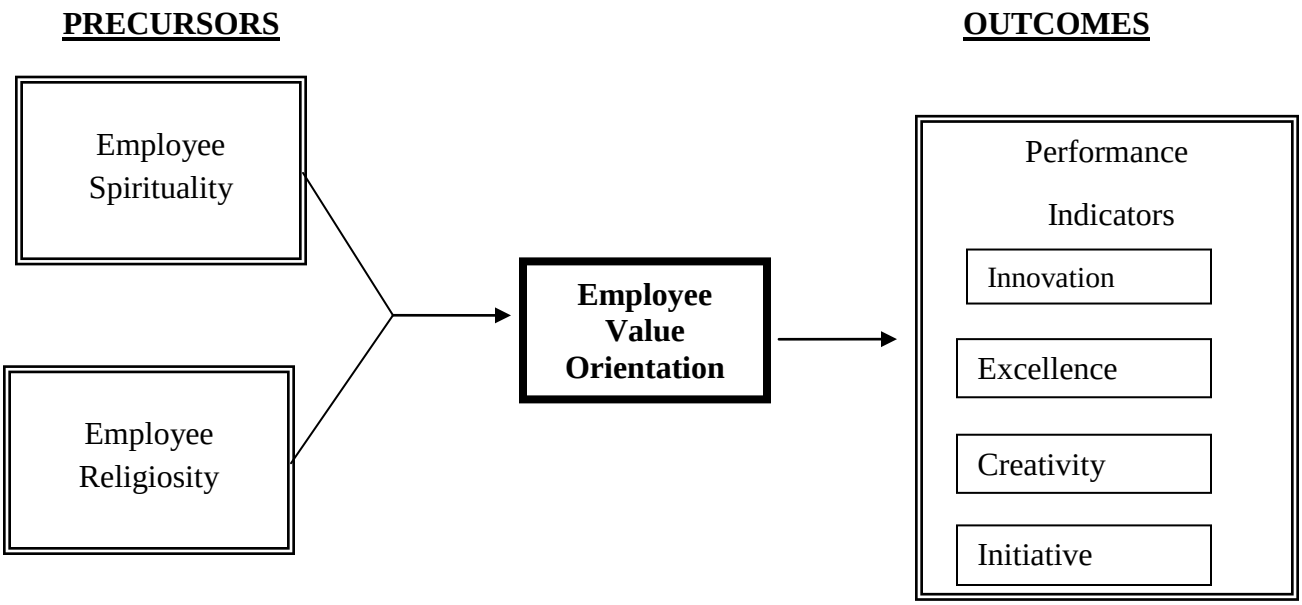
Excellence refers to the scientific outlook, punctuality and discipline. It also reflects in course designing and regular updation of the courses. Excellence also connotes the positive student interactions and also manifests in promoting a sense of equity and justice amongst students. As per UGC (www.ugc.ac.in) parameters of Performance Based Appraisal System (PBAS), the basic parameter out of the three is excellence which determines interactions with students and makes learning more compatible.

Creativity refers to the promoting creative learning amongst students. It also reflects in accepting constructive criticism as part of evaluation. An employee is considered as creative when he/she uses a variety of assessment strategies and instruments to make both short- and long-term decisions to improve student learning. It is also reflected in terms of identifying and pursuing unexplored research areas. Havard Business School (www.hbs.edu) focuses at critical thinking and decision making abilities amongst employees to develop and promote creative skills.

Initiative connotes accountability. This is reflected in use of a variety of techniques to report student progress and appropriate assessment and evaluation strategies. This also manifests in employees interest in finding areas for professional growth, attending relevant workshops or courses to respond to changes in education/policies and practices and its effective application to enhance teaching practices.

Based upon the above discussion, we propose following conceptual framework and hypotheses:

Figure1: CONCEPTUAL FRAMEWORK: VALUE ORIENTATION OF EMPLOYEES AND ITS IMPACT ON PERFORMANCE



A brief discussion of conceptual framework and hypothesis is following

3.3.2.1 Employee spirituality as precursor to employee value orientation in education sector

It's stated that spirituality emphasizes how values are applied and embodied. Heyn (2006) also affirmed that spirituality enables employees to know and understand rules of conduct to attain ultimate meaning and purpose in one's life. Pfeffer (2003) states that organizations that are values-based and values-driven are better able to engage the hearts and the minds of their people. Meaningfulness at work comes from one's membership in an organization rather than from the work that one does. Therefore, we hypothesize:

H_1: Higher the spirituality of employees in education sector, higher will be their value orientation.

3.3.2.2 Employee religiosity as a precursor to employee value orientation in education sector

Values have a cognitive base with an effective element which finds its expression in behavior. Value orientation is considered as a motivating force in one's life, because it has the power to translate knowledge and skills into practice (Quisumbing 2010). It is further stated that religion promotes practice of values of mutual respect amongst all living beings. It also promotes interconnectedness amongst them and preaches to attain prosperity and welfare of all. (Kumar 1982). Beliefs, ethics and moral commitments are developed through religiosity of an individual (McLaughlin 2009). Therefore, we hypothesize:

H_2: Higher the religiosity of employees in education sector, higher will be their value orientation.

3.3.2.3 Value orientation and innovation

Innovative measures the extent to which employee engages himself/ herself in activities to enhance the organizational effectiveness. It includes the enthusiasm of the employee to use novel tactics to perform better. As Radloff (2004) observes, these capabilities do not only encompass traditional discipline and pedagogical knowledge and skills, but also entail an understanding of the global and connected nature of education and skills in leadership and management. Personal conduct of an employee is also the part of innovation (Murray 1991). Similarly, Teaching encompasses the use of eye contact, appropriate physical movement and change in tone when important material is presented. It enhances students' scholastic behaviors such as attendance to following lectures, amount of assignments completed and academic achievements. Values and morals leads to engagement of hearts and minds of employees towards their workplace (Pfeffer 2003). It has an impact over job attitudes and behavior because of its potential to promote and create high levels of employee engagement. It generates positive, fulfilling work related state of mind that is characterized by vigor, dedication and absorption towards workplace (Saks 2011). Therefore, we hypothesize:

H_3: Higher the value orientation of employees in education sector, higher will be their innovative performance.

3.3.2.4 Value orientation and excellence

Past researchers suggest that employee value orientation affect the role that they can play in the lives of pupils. Such employees play a multi-dimensional role (Powell, Farrar and Cohen 1985). Hallinan (2008) discuss the employee value orientation of the education sector is connected with the excellence in teaching practice and their approach towards student engagement. Therefore, we hypothesize:

H_4: Higher the value orientation of employees in education sector, higher will be their excellence in academic performance.

3.3.2.5 Value orientation and creativity

Knowledge is a key component of all forms of creativity and is a widely accepted principle of modern innovation management (Chapman and Magnusson 2006). Educational institutions act as a knowledge organizations that focus on activities like learning, creating, and publishing knowledge. Researchers identify a close connection between value orientation and creativity at work (Mitroff and Denton 1999). Therefore, we hypothesize:

H_5: Higher the value orientation of employees in education sector, higher will be their creative performance.

3.3.2.6 Value orientation and initiative

Researchers discuss that employees at workplace with high value orientation take initiatives for playing an extended role which includes an extended time commitment towards organization (Bryk et al. 1993). Jeynes (2003) also states that students of such employees in education sector feel more connected with them. Such employees take more initiatives for higher student engagement in learning. Therefore, we hypothesize:

H_6: Higher the value orientation of employees in education sector, higher will be their ability to take initiatives.

3.4 Managerial Implications of the Study

In this section, we discuss the possible contributions the proposed study can make in following directions-

1. Contribution to the Literature:

There has been a lot of research work regarding religiosity and spirituality affecting value orientation of employees in the context of various organizations. Performance of employee value orientation is also discussed in literature. However, these psychological constructs (religiosity, spirituality and value orientation) have not been covered in literature for university or higher education institutions. In light of this fact, the findings of the proposed study will be a substantial contribution to the literature.

2. Implications for Employees in Education Sector:

The findings of the proposed research will be useful to employees in two ways. First, it would give insight to employees about the possible connection between their psychological constructs (religiosity, spirituality and value orientation) and their work performance. Secondly, findings of the proposed study may give some possible hiring's and employee development implications to the management authorities in education sector.

3. Implications for Policy makers

The findings of the proposed study may be useful to policy makers also. The study will investigate the possible relationship between identified variable by making comparison between a public sector university and a university operating in private sector. How far the performance of employees in education sector, in the present context is different in both sectors can provide useful insights on policy making, based upon the findings.

SECTION IV

AN OVERVIEW OF THE PROPOSED RESEARCH

4.1. Scope of the Study

Scope of the study will be representative higher education institutions from Agra region. The scope is twofold. One leading government funded university (for eg: Dayalbagh Educational Institute) and one leading private sector university (for eg: SGI, GLA university) will be considered for study.

4.2. Instruments/ Techniques to be Used

Researcher proposes to develop and/or use available standard inventories for measuring the important constructs of the study- value orientation, individual spirituality and religiosity. To measure the performance of employees in education sector an appropriate inventory will be designed to capture the identified parameters.

4.3. Statistical Measurements

Relevant statistical measurements like reliability coefficient Cronbach's alpha, ANOVA, Correlation and Regression Analysis, t-test and other descriptive statistics will be used.

4.4. Sampling

4.4.1. Sample Composition

Sample composition will consist of employees in education sector identified universities/higher education institutions from public as well as private sector.

4.4.2. Sampling Techniques

Judgmental and Convenience based sampling will be used.

4.4.3. Sample Size

Taking a statistical approach for calculation of sample size, the various quantitative measures to be considered while determining the sample size are as follows:

a) Variability of population characteristics or standard deviation (σ)

b) Level of confidence desired or Z value (taken as 1.96 for 95% confidence level desired)

c) Degree of precision desired in estimating population characteristics (D)

We have considered the following formula for testing hypothesis around mean (Malhotra, 2011).

$$\mathbf{n = \sigma^2 Z^2/D^2}$$

Here, n = sample size

σ = Standard deviation

Z = Standard normal variate for 95% confidence level

and, D = Degree of precision desired

In order to obtain a representative and realistic sample size we have compared the results of sample size from 3 scenarios:

Scenario 1- Estimating a high standard deviation and high degree of precision.

Scenario 2- Estimating a moderate standard deviation and moderate degree of precision.

Scenario 3- Estimating a low standard deviation and low degree of precision.

The results are summarized in Table 1

Table 1: Comparative Analysis Taking Different Values of σ and D.

	Scenario 1	**Scenario 2**	**Scenario 3**
σ	0.67	0.50	0.30
Z	1.96	1.96	1.96
D	0.05	0.07	0.09
n	689.80	196.00	42.68

Taking an average of the all the three scenarios, considered taking different values of σ and D, the sample size is computed for the study is 309.

As the sample size is more than 10% of the population i.e. 900, so sample size to be corrected using Finite Population Correction (FPC).

$n_c = nN/(N+n-1)$

$n_c = 237$

Thus, final sample size is 240.

Table 2: Sector wise bifurcation based on the population size is presented below:

Sector	**Population (Approximately No. of Employees)**	**Percentage Share**	**Sample Size (out of 240)**
Representative Public Sector University in Agra Region	400	44.44%	107
Representative Private Sector University in Agra Region	500	55.56%	133
Total	**900**	**100%**	**240**

SECTION V

CHAPTERIZATION

The thesis will contain the following chapters:

Chapter 1 – Introduction

Chapter 2 – Review of Literature

Chapter 3 – Conceptual Framework, Research Design and Methodology

Chapter 4 – Data Collection and Analysis

Chapter 5 – Results and Interpretations

Chapter 6 – Conclusions, Managerial Implications and Direction for Future Research

SECTION VI

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